

US Air Force Academy Strategic Plan



Volume 1 ***Core Document: Goals and Objectives***

February 2001



DEPARTMENT OF THE AIR FORCE

HEADQUARTERS UNITED STATES AIR FORCE ACADEMY

USAF ACADEMY COLORADO

MEMORANDUM FOR MEMBERS OF THE AIR FORCE ACADEMY COMMUNITY

FROM: HQ USAFA/CC

SUBJECT: USAFA Strategic Plan, Volume 1

1. The United States Air Force Academy has, for over 40 years, inspired and developed young people to serve their country. We have mentored each cadet on the knowledge, character, and discipline required to become Air Force officers motivated to lead the world's greatest aerospace force. As we embark upon the 21st century, we must continue to build upon that tradition.
2. Into the New Millennium was the first step in capturing the essence of the Academy's purpose and hopes for the future. Months of envisioning, discussion, and research by many leaders who care about the future of the Air Force Academy went into the vision document. It sets the mark for our future. Now we need to determine the course to reach that mark. The USAFA Strategic Plan plots that course.
3. The USAFA Strategic Plan, Volume 1, is the core document of our planning effort. It contains our goals and objectives. It explains the planning assumptions and rationale used in the development of those goals and objectives. Volume 1 provides the guidance for our mission elements to create their plans and plot their course to achieve our vision. It lays the foundation for Volume 2, The Initiatives, which will take our vision and turn it into a reality. It is the next step in continuing the excellence upon which the Academy was founded.
4. Please take this document and put it to work.

JOHN R. DALLAGER
Lieutenant General, USAF
Superintendent

Introduction

The United States Air Force Academy Strategic Plan takes guidance from the Air Force's Strategic Vision 2020 and supports the Air Force Strategic Plan. Our current Strategic Plan is comprised of 3 volumes:

Volume 1 is the core document, comprised of planning vectors, with 2 attachments: Methodology and Graduate Characteristics. The Annex lists various plans, their OPRs and descriptors. USAFA major mission elements take this volume and produce their own supporting plans.

Volume 2, the Initiatives, describes USAFA initiatives undertaken to achieve the goals and objectives.

Volume 3 is the Investment Strategy for the USAFA.

These three volumes are the preliminary guides for the USAFA's journey through the 21st century. They support DoD goals and legislative requirements from the Government Performance and Results Act of 1993.

The planning vectors in Volume 1 are divided into two groups. One is considered the primary group and directly attains the mission: the education and training of officer candidates and leaders. This is the Core and Capstone of Excellence vectors. The other group is the secondary vectors: Human Resources, Land & Infrastructure, and Partnerships. They are the key supports for the primary vectors.

What do we mean by a "Vector?" These are simply the programs (Core and Capstone), relationships (Partnership), policies (Land Use/Infrastructure), and practices (Human Resources) that enable us to achieve our vision and mission. They solidify the guidance of the vision and mission statements.

Note that as we move from Vision to Mission to Vectors to Goals & Objectives to Initiatives, the ideas and actions discussed become more concrete. Put another way, we get more specific as we move from How Our Desires for the Future (The Vision) impact What We Do (The Mission), How We Do It (The Goals & Objectives), and How We Improve and Expand Our Efforts (The Initiatives).



TABLE OF CONTENTS

VOLUME 1: Strategic Plan Core Document: Goals and Objectives

Foreword	
Introduction	i
The Academy Vision	1
Institutional Assumptions & Strategic Planning Issues	2
Core Vector	4
Capstone of Excellence Vector	8
Human Resources Vector	9
Infrastructure and Land Use Vector	10
Partnerships	12
Implementation	14
Final Thoughts	14
Graduate Characteristics	Attach 1
Methodology	Attach 2

VOLUME 1 ANNEX: USAFA Supporting Plans

A listing of various plans completed on an annual or less frequent basis aimed at specific areas of the Academy. Examples are financial plans, infrastructure upgrade plans, and subordinate unit strategic plans.

VOLUME 2: Initiatives

USAFA initiatives assessed and pursued to achieve the goals and objectives.

VOLUME 3: Investment Strategy

The Academy Investment Strategy.

The Academy Vision

Naturally any vision for the future rests on the foundation of our ongoing mission (from the Stearns-Eisenhower report to the Secretary of Defense):

Provide undergraduate instruction, experience, and motivation to students so that they will graduate with the knowledge, character, and the qualities of leadership required of a junior officer. This program should provide a basis for continued leadership throughout a lifetime of service to the Nation and a readiness for military responsibilities of the highest order.

In 1950, the Stearns-Eisenhower Report identified traits the military academies should instill in graduates, traits to enhance their leadership abilities:

- Moral qualities required for leadership.
- Sense of duty, professional loyalty, self-reliance, honor, truthfulness, self-respect, and personal responsibility.
- Power of decision-making and an ability to make ideas and decisions understood by others.
- High degree of mental alertness--the capacity for clear analytical thought, carried to a logical conclusion.
- Attributes of health, stamina, endurance, strength, coordination, agility, and military bearing.
- Motivation for a lifetime career as a military officer.

These are the traits we aim for; we've changed programs and processes for two primary reasons: first, American society--values, morality, and conduct--has changed since 1950; second, the world has changed too. Now, the Cold War is over, women are integrated into the services, and space has assumed growing importance in defense planning. Consequently, the USAFA changed. Academic programs are more diverse and demanding. Our military programs serve an expeditionary force, one that must respond to advanced technologies, non-state challenges, and asymmetric strategies. To meet future challenges the Air Force will refine the following operational areas: force protection, homeland defense, upgraded technology, space and information superiority, and long-range operations. Our graduates must be prepared for uncertainty, disparate cultures, different values and increasing responsibilities as junior officers.

To meet the changes in the global scenario since the 1950s, we developed a list of graduate characteristics, which complement the traits noted in the Stearns-Eisenhower report. Ours are listed at Volume 1, Attachment 2. (In addition, we created a Futures Team to identify changes in the AF mission, in civilian education, and impacts on the USAFA--see Volume 1, "Implementation"). If we are to instill these characteristics in our graduates, we have to make some assumptions about the new century and what it means for the USAFA. Those assumptions are related to the role we see for the USAFA, our vision:

The world's premier developer of aerospace officers--leaders with impeccable character and essential knowledge--prepared and motivated to lead our Air Force and nation.

Institutional Assumptions

- Our focus will remain on undergraduate education, centered on a balanced core curriculum.
- We'll continue to integrate core, majors', and elective courses.
- Our Cadet Wing will remain at 4000 cadets (based on historical data and availability of congressional appointees.)

Strategic Planning Issues

1. *We must attract a top-notch, motivated pool of officer candidates, active duty and civilian staff, and non-federal contract personnel.*

We may have to spark the interest of potential candidates in different ways, as their adolescent experiences will be different than past classes. We must also ensure our screening policies recognize prerequisites for successful AF leaders. We depend on the Director of Admissions and the Academy Board for these policies.

Our ability to attract the right faculty and staff members will remain a challenge. A smaller active duty force means we must develop our options to ensure enough qualified personnel are assigned here. Several strategies could help. First, we should explore the Total Force Concept (active duty, reservists, and guardsmen) to meet our manning needs. Second, we must improve the visibility/viability of Academy assignments, working with AFPC toward policies permitting regular rotations between the USAFA and other assignments for key personnel. Third, we must instill AF pride in the USAFA mission.

We must maintain a balance between the needs of the various AF specialties and recruiting and retaining a top-notch faculty.

Regarding our civilian faculty members, as their experience here increases we must offer them more opportunities for leadership, increased responsibilities, and further graduate studies. Conversely, as civilian faculty represents an increasingly greater share of the USAFA corporate memory, a substantial military faculty presence is vital to safeguarding the warrior ethos of the USAFA.

2. *We must attend to and invest in advanced information technology architecture.*

By updating the 1998 Information Technology Strategic Plan routinely, we'll provide appropriate senior leadership attention to planning milestones or initiatives. The Technology Investment Plan may offer the best chance for a USAFA/civilian partnership, especially with the rise of Denver and Colorado Springs as national communications and technology centers. The USAFA should be at the forefront in experimenting with new educational approaches that use information technology to increase teaching effectiveness and learning. With an eye to long-term compatibility and upgrade potential, updates will constitute a big part of our operating budget; we have to ensure requirements are supported within the AF budget process. This issue warrants annual updates to AF senior leadership at every CORONA Fall.

3. Local development, combined with tourism, will pressure us to open more Academy land to the public. We must balance public access against cadet security/safety.

The USAFA is Colorado's number one man-made tourist attraction. But as development consumes open spaces between Denver and Colorado Springs we'll be under public pressure for more access to our 18,000 acres and the national forests on our borders. To provide safety for our cadets and staff we may want to limit public access to our facilities. We should review the Base General Plan regularly, specifically its alternative scenarios for public access.

4. Increased mission requirements may strain the appropriated budget. We must integrate and oversee all funding categories more closely.

The USAFA's funds come under three distinct groups: Appropriated Funds (APF), Non-Appropriated Funds (NAF), or Private Dollars (PD). While the funds are distinct, a given function may derive money from more than one funding source; as well, our athletic programs must mesh with rules from DoD, AF, and the NCAA. Thus we use four oversight groups for the three different fund types. APF oversight is via the USAFA's Financial Management Board and the AF Planning, Programming and Budgeting (PPBS) process. NAF dollars, generated within the 10th Air Base Wing and 34th Wing Training Services, are managed by the Academy NAF Council; intercollegiate sports' revenues are governed by the Academy Athletic Association Board of Directors. The Development and Alumni Programs Division within the Academy's Plans and Programs Directorate handle private dollars, from a variety of USAFA foundations. There are problems with the current structure.

Committees don't share the same senior-level leaders. Funding sources and destinations are complicated. So a good overall picture of where each dollar comes from, or goes to, is unclear. We anticipate flat APF funding, adjusted only for inflation; thus, the increased operating costs of Academy programs must be met through reprogramming (drop some programs so APF dollars go to new programs) or increased NAF or PD sources. In any event, we must integrate all three funding sources, providing oversight to ensure that we spend dollars on programs strategically important to the USAFA.

5. DF curriculum must be periodically assessed to respond to changes in technology or AF mission.

The Dean of Faculty established a ten-year assessment process coinciding with the North Central Association of Colleges and Schools re-accreditation cycle. This is the vehicle by which we can adjust the core and the balance among the four academic divisions to accommodate changes in both the AF and the nation.

Following is a discussion of the USAFA planning Vectors.

Primary Vectors: Core and Capstone of Excellence

Core Vector

Military, academic, athletic, and character development programs required to graduate with a Bachelor of Science degree and be commissioned an Air Force officer and leader.

The Core Vector, central to our vision and mission, centers on military, academic, athletic, and character development programs required to graduate with a Bachelor of Science degree and be commissioned an Air Force officer and leader.

Our comprehensive plan provides a superior education, challenging our officer candidates in mind, body, and spirit. Our Core Programs, the essence of the Academy's mission, are included in the PPBS process, funded through APF channels. The Core programs operate on the following considerations.

1. *Maintain a dynamic, comprehensive, academic curriculum, providing high quality math, science, and technical education/skills as well as critical/creative thinking and citizenship attributes derived from the humanities and social sciences.*

We must graduate officers who are strong leaders, with a focus on mission, capable of well-reasoned, decisive action. To that end, the Dean of Faculty will provide each cadet with a broad undergraduate education, ensuring a balance of technical and literate knowledge via a substantial common core, while providing an opportunity for students to concentrate studies in an academic major. (See Strategic Planning Issue #5)

2. *Provide cadets both educational and experiential introductions to the expeditionary concepts of the AF.*

Our Global Engagement training program is the first step in this process, as it combines Military Strategic Studies (MSS 110) with DF courses (CE 210). The Air Force must continue to fund necessary program growth. Our Commandant of Cadets must review the content regularly, defending growth or providing offsets to fund this vital training. We must continue the integration of Military Strategic Studies professional coursework, Global Engagement military training, and Air Base Design and Performance academic instruction. These three components provide a cohesive framework for cadets to understand expeditionary concepts. The Commandant of Cadets and the Dean of the Faculty must review content regularly to ensure concepts remain leading edge; they must also provide necessary resources.

3. *Nurture an appreciation for AF heritage while instilling a warrior ethos: mandate that the leadership and motivation developed from powered flight, soaring, and jump training remain a viable part of the USAFA experience*

The technical nature of our service and our training attracts our officer candidates. However, as important as our academic education is, we must avoid the tendency to approach the profession of arms like any other professional field. Our education goes beyond academia; an understanding of the unique tradition of the profession of arms separates us from our civilian

counterparts. Maintaining a significant rated presence in the classroom is one of the best ways to foster this understanding. We must strive to regain that presence on the faculty.

Our airmanship programs meet four goals: motivate qualified cadets for a rated career, while providing other cadets experience with flying operations; develop character by overcoming fears of flying or parachuting; provide outstanding leadership labs as cadets manage these programs; screen cadets not suited for pilot training.

4. Structure the educational planning process to identify changes in different learning environments, assess their relevance to USAFA, then incorporate them into our educational process.

As educational costs escalate we must investigate alternatives for accomplishing our educational goals while avoiding unconstrained expenses. The Futures Team has this responsibility, as well as acting as the Superintendent's primary advisory panel. Having said that, our focus is on increasing student learning and teaching effectiveness. (See Strategic Planning Issue #2)

5. Through athletic programs, instill personal discipline, maintain a high level of physical and mental stamina, and foster a strong will to win.

Our physical education department and intramural program develops in each cadet a life-long commitment to physical and mental fitness. Future demands will place new pressures on our graduates. These programs will ensure their continued success and well being.

6. Maintain NCAA Division I competition to recruit, motivate, and develop future AF leaders.

Competition for tomorrow's youth is increasing. The Defense Advisory Committee on Service Academy Athletic Programs' 1994 report indicates sports competition and the attendant national media exposure are critical to recruit nationwide for candidates to USAFA. In addition to remaining competitive at the Division I level we must adhere to Title IX Gender Equity Legislation.

7. Use Character Development programs to explicitly meet the demands of the Profession of Arms.

In terms of Character Development, we recognized in the early 1990s that there were widely differing notions of honor and ethics within and among incoming classes. Our honor code is not enough. Thus we created the Center for Character Development, accompanied by a variety of character development programs. A key challenge for us is to develop metrics by which to assess these efforts, and thereby identify methodologies that succeed. As part of the "Service Before Self" core value we also encourage cadet community involvement and we try to guide them as they develop into community leaders.

Core Goals and Objectives

The Core Programs Vector team combined core planning considerations, institutional assumptions, strategic planning issues, and Air Force goals to develop goals and objectives for the Air Force Academy. The Senior Strategic Council approved these goals and objectives.

Goal 001: Sustain and enhance the Academy as the nation's exemplar educational and military leadership development institution.

Objective 001A: Optimize the integration of education and training programs across all of the Academy's mission elements.

Objective 001B: Ensure the educational outcomes are met through a robust curriculum of core, majors', and elective courses.

Objective 001C: Implement a planning process that assesses the impact on the USAFA core programs of changes in the Air Force mission, civilian university curricula, and learning methodologies.

Objective 001D: Conduct periodic, comprehensive curriculum reviews to maintain a balance between existing programs and the initiatives generated from the planning process.

Objective 001E: Promote rigorous research efforts that address cadets, faculty, and Air Force needs.

Objective 001F: Sustain the Academy's reputation as a center of innovative officership development for cadets.

Goal 002: Produce outstanding young men and women who are exceptionally prepared to join the profession of arms by refining character and officership development programs.

Objective 002A: Emphasize experiential opportunities with operational aerospace forces for all cadets that match Air Force needs and instill discipline and an appreciation for military heritage.

Objective 002B: Develop the leadership skills in cadets necessary to make timely decisions to positively affect mission accomplishment.

Goal 003: Enhance the Academy's airmanship and space programs to prepare cadets for their role as aerospace leaders.

Objective 003A: Develop a long-term plan for airmanship programs at the Academy that support Academy and Air Force recruitment, training and retention.

Objective 003B: Ensure the Academy is prepared to fully support the Air Force's integration of space into the aerospace force.

Goal 004: Develop cadet leadership characteristics through a rigorous athletic program that fosters teamwork, discipline, perseverance, self-confidence, emotional control, physical stamina, an ability to overcome adversity and a highly competitive attitude.

Objective 004A: Fully develop the physical potential in each cadet through knowledge and proficiency in physical fitness.

Objective 004B: Expose cadets to a variety of physical activities that encourage cadets to participate in a lifetime of physical fitness activities.

Objective 004C: Ensure gender equity issues are resolved in accordance with Title IX objectives throughout athletic programs

Objective 004D: Maintain robust opportunities for cadets to participate in physical development up to and including Division 1 intercollegiate athletics.

Goal 005: Establish the Academy as a national leader in character development

Objective 005A: Promote academic research into character development that will add to the conceptual foundations of the Academy's character development programs while integrating character development initiatives into all cadet programs

Objective 005B: Develop year-round challenging experiential programs promoting character development.

Goal 006: Ensure all cadets can develop personal values by offering opportunities to enhance their spiritual growth.

Objective 006A: Provide regular religious worship and educational opportunities for cadets from any religious background as determined by cadet demographics.

Objective 006B: Maintain a solid link with the Center for Character Development by advising on the spiritual dimensions of character development.

Goal 007: Maintain standards and levels of institutional practices that exceed regional and national accreditation requirements.

Objective 007A: Develop, maintain, and disseminate to appropriate Academy personnel an awareness of national and regional accreditation agency standards, practices and requirements on a continuing basis.

Objective 007B: In cooperation with the Infrastructure and Land Use Vector Team, continually plan and upgrade technological infrastructure supporting core programs IAW USAFA Information Technology Strategic Plan.

Capstone of Excellence

Programs and activities across a broad spectrum that enriches cadet experiences, enhancing development of Air Force officers.

Our Capstone programs complement the Core, providing development experiences that ensure the USAFA remains at the top of our nation's undergraduate institutions. These programs are not required; private funding helps support them to a great extent. Cadet Summer Research Programs (CSRP), the Academy Assembly, the Wings of Blue, the Model Arab League—these are some of our Capstone of Excellence programs. We must try to increase the scope of these programs to include more cadets and more varied experiences by increased overseas and exchange opportunities.

Capstone of Excellence Goals and Objectives

The Capstone of Excellence Vector team combined capstone planning considerations, institutional assumptions, strategic planning issues, and Air Force goals to develop goals and objectives for the Air Force Academy. The Senior Strategic Council approved these goals and objectives.

Goal 001: Increase cadet exposure to professional programs that enhance their leadership and character development experiences.

Objective 001A: Prepare cadets for future multi-national, multi-service operations of our expeditionary Air Force by increasing participation in joint, combined and international experiences.

Objective 001B: Broaden cadet experience with real-world issues by increasing participation in summer research and educational exchanges.

Goal 002: Provide opportunities that expand cadets' personal horizons and benefit the Air Force by providing young officers with a more diverse and broad-based education.

Objective 002A: Increase community service opportunities for cadets.

Goal 003: Become the catalyst for instilling a sense of pride in Air Force and Air Force Academy heritage.

Objective 003A: Instill a greater appreciation and support for the Academy as a national and service-wide institution.

Objective 003B: Ensure facilities associated with character development and Air Force core values training appropriately reflects the Academy's commitment.

Support Vectors: Human Resources, Infrastructure and Land Use, and Partnerships

Human Resources

Attracting, developing, and maintaining a superior workforce, responsive and dedicated to inspiring, educating, and sustaining Academy cadets of impeccable character who will guide our aerospace force in the future.

The AF needs a mix of active duty, reserve/guard, and civilians to meet requirements. So, too, the USAFA must attract the right mix, recruit the highest caliber people: cadets with the initiative and raw talent to develop into exceptional officers; a staff of exemplary role models, dedicated to helping cadets achieve their potential. To these ends two considerations come into play:

1. *The AF will remain smaller, an expeditionary force in structure and assignment processes.*

A smaller active duty force and an increasingly important reserve force mean we should incorporate more reserve components into our staff. Our work environment must reward and nurture creative people from the reserve and civilian populace via competitive salaries, benefits, and career enhancements.

2. *Strategic Sourcing necessitates that we be prudent about contractor interface with cadets.*

We're considering extensive Competitive Sourcing and Privatization initiatives: over 1,100 positions and \$160M are up for possible commercialization. However, while we're striving for the most economical means to do support functions, the daily mentoring and role modeling provided to our students is essential in developing future officers. We need a continued presence of uniformed personnel. We recognize we'll continue to be challenged on this issue, but it is critical. We will defend this position at the highest levels of the DoD.

Human Resources Goals and Objectives

The Human Resources Vector team combined human resource planning considerations, institutional assumptions, strategic planning issues, and Air Force goals to develop goals and objectives for the Air Force Academy. The Senior Strategic Council approved these goals and objectives.

Goal 001: Provide a well trained and motivated workforce focused on the mission – prepared to move with the Air Force in the 21st Century.

Objective 001A: Institute personnel practices necessary to meet the Academy mission from a smaller, expeditionary focused aerospace force.

Objective 001B: Build an effective work environment that promotes employee commitment and contribution.

Objective 001C: Promote the prestige of a USAFA assignment.

Goal 002: Implement a robust recruiting strategy that appeals to the diverse interests of tomorrow's youth to ensure quality applicants.

Objective 002A: Identify recruiting strategies necessary to ensure continuance of the Academy's competitive advantage in motivating officer candidates with the highest potential towards a life of service to our Air Force and nation.

Infrastructure and Land Use

Provide guidelines for the most responsive, flexible, and cost-effective infrastructure and planned land use required to support the Academy mission.

The Academy's majestic Rocky Mountain setting and international style of architecture make it a national treasure. We have to be proactive to preserve this treasure. Here is our approach:

1. *Sustain a vigorous facility investment program for renewal (1.5 to 3 percent of plant replacement value).*

We must assure continued AF support for adequate budgets. We must not neglect this issue—it requires constant attention.

2. *Act as a faithful steward of a delicate ecosystem and American architectural landmark in the face of increased recreational and commercial demands on our property, coupled with expanding mission requirements.*

We must balance mission requirements with public demands on our 18,000 acres. Our civil engineering organizations developed a land management plan for future development, a plan that will avoid adverse ecological impacts or economic pressures.

3. *Preserve the original international style of architecture while integrating new environmentally sound principles.*

The Cadet Chapel has won numerous prestigious architectural awards. We will remain consistent with the original style in future expansions and renovations. But we will incorporate energy conservation measures to reduce maintenance costs.

Infrastructure and Land Use Goals and Objectives

The Infrastructure and Land Use Vector team combined infrastructure and land use planning considerations, institutional assumptions, strategic planning issues, and Air Force goals to develop goals and objectives for the Air Force Academy. The Senior Strategic Council approved these goals and objectives.

Goal 001: Sustain investment strategy and continue quality infrastructure support for all mission activities.

Objective 001A: Continue to garner senior Air Force leadership's fiscal commitment to Academy's 2.43 percent plant replacement cost investment strategy.

Objective 001B: Define the communication backbone required for anticipated technological advancements in accordance with the Information Technology (IT) Strategic Plan.

Objective 001C: Continually assess infrastructure backbone and land use capability to support objectives of other Vector Teams, especially Core and Capstone of Excellence.

Goal 002: Comply with environmental, security, architectural, and historic criteria to ensure responsible stewardship of this institution entrusted to us by the American people and our graduates.

Objective 002A: Maintain mutually beneficial relationships with external agencies (such as local governments, adjacent communities, other federal agencies, et. al.) to foster a better understanding of the Academy's mission requirements and maintain involvement in their planning development in order to minimize impact to view shed, access and natural environment.

Objective 002B: Minimize the negative impact of commercial development and encroachment along all Academy boundaries to preserve Academy's open space, view shed and existing boundaries.

Objective 002C: Ensure personal security and facility protection while permitting appropriate public access.

Goal 003: Adopt a deliberate, integrated planning process while complying with the Base Comprehensive Plan.

Objective 003A: Identify impact of current and future Competitive Sourcing and Privatization (CS&P) and the Academy reorganization on land, infrastructure and facilities.

Objective 003B: Identify alternatives for and program resources necessary to ensure future interment capabilities at the Academy cemetery.

Objective 003C: Program resources necessary to preserve and protect Academy historic sites and natural habitat for indigenous, threatened and endangered species.

Partnerships

To maintain current beneficial programs we must develop and enrich cooperative relationships with other organizations and individuals who share similar goals for the purpose of garnering support for the Air Force Academy and its programs.

After serving their country many of our graduates go on to serve as political, community, and corporate leaders. Partnerships are an opportunity for private or corporate America to help develop national assets. Partnerships are conduits to shared experiences, technologies, and cultures. We can interact with our sister service academies, academies of other nations, non-profit and corporate entities, and other educational institutions to help develop our cadets. We must develop new partnerships as well as nurture mature relationships.

1. Form strategic alliances.

We have over 200 current partnerships, alliances of all sizes that play an important role in sustaining and improving the prestige of an Air Force Academy education. We must nurture the most beneficial relationships. We must divest ourselves of those that aren't beneficial, even as we recognize the political and social pressures to continue them. We can only afford those relationships that provide maximum benefit to our mission. Therefore we need to approach this issue from a mutually beneficial perspective, with a public relations plan, to minimize adverse public reactions.

2. Encourage privately endowed programs to sustain and improve excellence in education and training programs.

Despite the progress our Gift-Needs List made in allocating resources provided by foundations, we're not confident in long-term funding for programs that depend solely on private dollars. Coordinating among foundations and reconciling their goals with ours are vital to the health of our private endowment program.

3. Approach partnerships with industry and commercial activities prudently.

Partnering between civilian universities and corporate America reaps tremendous financial and prestige benefits for universities. Sustaining and improving our prestige as a national institution of excellence in higher education will be increasingly expensive.

Partnering with corporate America can provide an avenue for financial security, provided we decide what we are willing and legally able to offer in return. We'll need legal oversight and thorough coordination with, and approval by, senior AF leadership. We must be careful. We must communicate, openly and fully, with our private supporting foundations to establish our financial future.

4. We must articulate the value of a separate Air Force Academy.

The USAFA's existence has been challenged in the past; we should not assume we will exist as a separate institution in the future. Declining numbers of Americans with military experience

are reflected in the declining number of senior civilian leaders with prior military service. We have to be proactive in “selling” USAFA’s value to both the AF and the American people. The Air Force Academy’s Association of Graduates (AOG) is the best vehicle for this effort. Another important alliance is that between the USAFA and the Air Force Association (AFA), which interacts with the Academy through the Outstanding Squadron award program. We should pursue even closer ties with the AFA so that it becomes more of an advocate for the USAFA.

Partnership Goals and Objectives

The Partnership Vector team combined partnering planning considerations, institutional assumptions, strategic planning issues, and Air Force goals to develop goals and objectives for the Air Force Academy. The Senior Strategic Council approved these goals and objectives.

Goal 001: Promote the Academy as a national asset.

Objective 001A: Develop a comprehensive plan to promote the Academy’s contributions (institutional and graduate) to the United States, the Department of Defense and the Air Force.

Goal 002: Fill financial gap between the Academy requirements and appropriated support by seeking long-term private financial support.

Objective 002A: Increase endowed program funding for mission elements.

Objective 002B: Increase private donations to support Academy programs.

Objective 002C: Expand existing commercial partnering while exploring new opportunities.

Objective 002D: Enhance communication and coordination between the Academy and private development programs.

Goal 003: Seek mutually beneficial relationships with other nationally and internationally recognized colleges, universities, and military academies, major commands, professional associations and communities.

Objective 003A: Develop world-class approaches to character development (ethics, values and honor), leadership, adaptive education and export.

Objective 003B: Raise the Academy’s awareness of community service projects and opportunities that exist throughout the nation.

Goal 004: Establish and nurture lasting relationships with alumni, friends, donors, sponsors, and parents to encourage lifetime support for the Academy.

Objective 004A: Enhance dialog and communication with current and potential supporters of Academy programs.

Objective 004B: Leverage the synergy of the AOG.

Implementation

The Strategic Planning Futures Team will implement the Strategic Plan. As a cross-mission element team comprised of senior officers and Vector representatives, the Futures team will:

- Monitor implementing the plan.
- Oversee specific recommendations, tasks, and new initiatives of the current planning cycle.
- Chart the future by adapting the plan to address internal procedures as well as meet external trends and changes impacting the fundamental approaches we use to accomplish our mission.

The Futures team will develop action plans to meet significant changes, to avoid strategic surprises or unprogrammed financial obligations. The team will interact with sister academies, AF planners, scientific advisory boards, and civilian universities.

Our major mission elements will help implement the plan; they will produce their own supporting plans to achieve USAFA goals and objectives.

Another important component is our reinstated Strategic Assessment Advisory Board (SAAB). Its new task is to meet assessment needs for the planning effort. Representatives will come from the Directorate of Plans and Programs Institutional Research Division and Strategic Planning Branch, the Vector teams, and major mission elements. The SAAB is not a “Stan/Eval” agency; it is, primarily, an assessment resource for the Futures Team, aimed at designing/implementing assessments, tasking mission elements for support, reporting results, and developing action recommendations. The SAAB meets quarterly and reports the progress of the strategic plan. The Futures Team reports overall results to the Senior Strategic Council semi-annually; it also gives feedback to the Council after each quarterly SAAB meeting.

The Strategic Plan is on a three-year cycle, during which we review the mission, vision and all associated goals, objectives, and initiatives. We may update initiatives more frequently, depending on performance measures and external events. This cycle ensures three hard looks per ten-year accreditation period. While some strategies may be more fluid than others, our mission and vision cannot be moving targets. Fiscal planning and institutional development requires fixed purposes.

Final Thoughts

Just as the Air Force’s Vision 2020 outlines the direction for our Air Force in the 21st century, the Air Force Academy’s Into the New Millennium supports the Air Force vision and outlines

the direction for the US Air Force Academy in the 21st century. And just as the Air Force Strategic Plan plots the course for the Air Force, the US Air Force Academy's Strategic Plan supports the Air Force Strategic Plan and plots our course for developing the Air Force leaders of tomorrow. The vision document set the mark. This strategic plan, Volume 1, plots the course. The Initiatives, the Investment Strategy, and the major mission elements will execute the plan.

For more information about the United States Air Force Academy Strategic Plan,
please see intraweb.usafa.af.mil

To view the Academy's Vision: "Into the New Millennium,"
please see www.usafa.af.mil

Attachment 1: Graduate Characteristics

Forthright Integrity

- Accepts responsibility – does the right thing regardless of personal advantage.
- Avoids blaming others for unpopular guidance or feedback (never passes the buck).

Selfless

- Displays the highest loyalty to the principles reflected in the Constitution, then to the profession of arms, then to the mission, and lastly to self.
- Resists the tendency to focus on self-serving desires; does not take advantage of situations for personal pleasure, gain or safety at the expense of the unit or mission.
- Committed to duty, responsible to others. Understands and embraces the highest ideals embodied in the warrior ethos.

Decisive

- Regularly makes timely and resolute decisions.
- Communicates beliefs about the best way to achieve mission accomplishment and support superiors.
- Does not allow self-serving desires to influence decisions supporting mission accomplishment.
- Does not wait to find out what the boss wants to hear before giving advice.

Disciplined (Mental and Physical Stamina)

- Invariably does what is right regardless of personal or professional consequences.
- Warrior minded – possesses the mental toughness and discipline vested in our oath of obligation “to protect and defend the Constitution of the United States against all enemies foreign and domestic.”
- Enthusiastically seeks to attain the highest level of physical, mental, and spiritual competence.
- Sets an example of self-discipline that motivates others and seeks to raise standards.

Respect for Human Dignity

- Continually values individual differences of nationality, race, gender, age, ethnicity, and religion.
- Consistently acts in ways that support and encourage others to develop to their fullest potential.

Team Mentality

- Possesses an overwhelming desire to win – not for one’s self, but for the nation.
- Inspires people to work together toward common goals.
- Solicits advice, input and ideas from others prior to forming personal opinions.
- Accepts criticism as a basis for improvement.
- Consistently performs beyond requirements.

Adaptive Intellect

- Maintains a breadth of knowledge; is quick to adapt to complex, changing environments.
- More than knowing mere facts; is competent in solving often ill-defined problems and in discerning key relationships among various aspects of problems.
- Focuses on identifying root causes of problems that lead to lasting solutions.
- Aware of technological, social, political, cultural, and economic complexities, both international and domestic.
- Sacrifices rather than making claims of rank or personal privilege.

Global Perspective

- Possesses an undergraduate level understanding of cross-cultural issues between the U.S. and our foreign allies.
- Appreciates the value of foreign language, culture, and social mores.
- Has an understanding of both multi-national operations and associated cross-national issues.

Effective Communicator

- Thinks clearly—main ideas and reasoning are consistently logical. Conclusion follows directly from the evidences presented.
- Effective and persuasive communicator capable of utilizing appropriate format and medium for purpose and audience.

Technologically Proficient

- Applies knowledge and skills to the unique tasks of the military profession.
- Maintains proficiency in current communication and computer technologies.
- Maintains awareness of the potential impact of rapidly proliferating commercial technologies on future military strategy and operations.
- Develops a solid understanding of how space systems and technologies impact terrestrial operations and future Air Force warfighting capabilities.

Attachment 2: Methodology

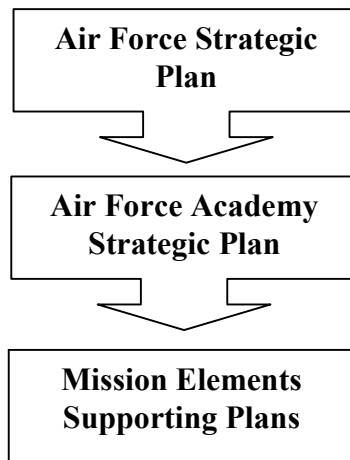
In December 1997, USAFA formed the first “Vision Team,” comprised of representatives from every major mission element. This team, charged with developing proposals for a vision statement for USAFA, took the guidance from Department of Defense and Air Force vision and strategic plans. They explored visionary material from the Military Academy and Naval Academy. They examined materials from public and private universities. They debated what USAFA should expect from the future. From this foundation, they captured the future of USAFA in the Academy’s vision document, Into the New Millennium.

Purpose

Although the primary purpose of the USAFA remains relatively unchanged since it was defined in the Stearns-Eisenhower report, our nation’s expectations and the operational environment of today’s graduates have changed. We followed guidance from the Air Force Strategic Plan. We looked at the purpose of the military academies. Views from inside and outside USAFA were discussed. The Academy’s unique purpose is reflected in the Academy Mission Statement.

Planning Structure

A common vision and redefined mission set the foundation for the next step. We assessed the Academy’s current situation and then set the goals and objectives that will achieve the vision. The goals and objectives directly support the goals of the Air Force.



The structure we adopted for the strategic plan capitalized on previous planning and mission area expertise. The model included three distinct levels of planning: mission-area working groups representing each mission element, five cross-functional “Vector Teams,” and a Senior Strategic Council. We built a strategic planning interactive web site to expedite gathering strategic initiatives. The “Vectors” represented five key

mission elements. We chose these areas as the five critical elements in which we must excel to achieve the vision. They formed the planning framework. These five Vector teams drafted the goals and objectives. Each major USAFA mission element formed a working group to analyze its current state compared to the new vision. The Vector teams used these analyses to develop the objectives. This process gave all mission elements a voice in shaping the Academy's strategy. The Senior Strategic Council then approved the goals and objectives. Next, we further subdivided the Vector teams into Mission Direct and Mission Support teams. The Mission Direct team took the goals and objectives from Core and Capstone of Excellence and created, assessed and pursued initiatives. The Mission Support team took the goals and objectives from Human Resources, Infrastructure and Land Use, and Partnerships and created, assessed and pursued initiatives. The initiatives as well as the major mission elements' supporting plans are the actions we take to accomplish the objectives and goals that achieve the Academy vision. The initiatives and their respective performance measures are contained in Volume 2, the Initiatives.

The Vector teams were cross-functional teams, led by a senior officer. The team's charter was to "champion" each Vector. These teams developed institutionally based strategic goals. With draft goals set, they developed supporting strategic objectives. The goals and objectives were reviewed and approved by the Senior Strategic Council.

The Senior Strategic Council (SSC) is the senior leadership at the Academy. The Council's members are the Superintendent, Vice-Superintendent, the Commandant, the Dean of Faculty, the Athletic Director, the 10th ABW Commander, the Director of Admissions, the Prep School Commander and the Command Chief Master Sergeant.

<i>Action</i>	<i>Result</i>	<i>Date</i>
USAFA Vision Offsite	Vision Statement/Vector Teams	Dec 97
Senior Strategic Council Formed	Senior Leadership to provide discussion forum and approval	Aug 98
CORONA Brief	Exposed AF leadership to Vision	Oct 98
Strategic Planning Offsite	Developed challenges and grad characteristic	Jan 99
SSC meeting w/Vector Champions	Vector teams asked to work objectives/goals	Feb 99
SSC meeting	Areas shifted amongst different Vector teams	Mar 99
SSC meeting	Supt. established suspense for work on Vision document to be complete	Apr 99
SSC meeting	Discussion	May 99
SSC meeting	Objectives developed by Vector teams (via mission analysis teams) discussed - further work needed	Jul 99
SSC meeting	Goals and objectives discussed. Supt. established December suspense date for draft document	Sep 99
SSC meeting	Draft Vision document presented. Strategic Plan format and process discussed	Oct 99
SSC meeting	Initiative via web site discussed	Dec 99
Draft Vision Document sent to AF senior leadership and other friends of USAFA	Feedback received	Dec 99
Vision Symposium	Vision Document	Feb 00
SSC meeting	Review of draft strategic plan	May 00
Completed Vision Document	Approved by HQ USAFA/CC	Jun 00
Edit Strategic Plan	New Draft	Aug 00
SSC meeting	Relook at process with new leadership	Sep 00
Vision Document sent to DAPs	Product returned	Sep 00
SSC meeting: Goals & Objectives 2 nd look	Approved by SSC	13 Oct 00
Rewrite Strategic Plan	New Draft	Oct 00
Vision Document distributed	Cover Letters provided by CC	Oct - Nov 00
DF-English review draft	Updated Draft	Nov-Dec 00
SSC Meeting	Preliminary approval of Volume 1 Mission Direct/Mission Support Teams established; Futures Team	Dec 00

	established; suspense dates set for Volumes 2 & 3	
Mission Direct/Support Teams initial team leader meeting	Volume 2 draft begins	8 Jan 01
Volume 1 Approved	Volume 1 to DAPS	9 Feb 01